

Style and Aesthetic

The word Aesthetic refers to how we perceive and appreciate beauty. It can also be used to reference principles underlying artistic movements or artists.

We all have our own preferred aesthetic, shaped by our experiences, likes, dislikes, and by our personalities, too.

As a teacher facilitating art with pupils, we need to be aware of when we allow our own aesthetic to weigh too heavily on the experience we offer the children. The best and most inspirational art teachers are usually those who nurture a sense of openness in children that crosses a wide range of styles, aesthetics, cultures, and opinions.



The Trouble With Aesthetics...

In our experience, the following areas can become problematic when a teacher has too strong a sense of their own aesthetic, which they project onto the pupils:

- The messy scribbly child v the neat, accurate child**
- Assessment**
- Rigid outcomes**
- Fixed teaching as a result of fixed thinking**



How Do We Make Sure We Facilitate With Openness?

Here are some important points to consider:

- Attend [InSet](#) and visit galleries to build your own experience and confidence. This will widen your perspectives.
- If you use tools like Pinterest, you will already be familiar with the kind of words you type in. Try to widen your keywords. Deliberately challenge yourself to expose yourself to new ways of working.
- Always try the activity you are proposing

before delivering it to others. Which bits do you enjoy? Where did you struggle? Why?

- Help children understand that there are many different ways of being [an artist](#). How might they experiment with [materials](#)? Are they a precise realist? Or an experimental mark-maker? [Discipline](#) skillsets also vary, and the benefit of giving them a range of opportunities is that they can find a way of working that works for them.
- Devise and use [warm-up exercises](#) as a way of opening minds and establishing new ways of thinking about something - yourself included. Generally, when we *experience*, we begin a new understanding...

This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.

AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.

We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.

Balancing Observational & Experimental Drawing

Teaching for the Journey not the Outcome

Screen Printing using Overlaid Pattern

Sketchbooks Made with Screenprinted Papers

**A “Wallpaper” Sketchbook –
Enabling Drawing by Getting
Rid of the White page**

**Layered Landscapes: Working
in Mixed Media on Location
with Kittie Jones**

Fabulous Fish

Fabulous Fish was a Brilliant Makers workshop, for year four pupils, led by Sheila Ceccarelli, raising ocean awareness at Ridgefield Primary School, Cambridge.

Wave Bowls

In this session children make 'wave bowls' with Paula Briggs – a session where the pieces literally 'come together'.

Collagraphs Inspired by Architecture

Ink & Foamboard Architecture

Inspired by "Amphis" by Folke Köbberling and Martin Kaltwasser at Wysing Arts Centre, this post shares how the children went on to make architectural models based upon their exploration with Paula Briggs.

Under the Ocean Mirrors

This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. By Sheila Ceccarelli

Making Shells

This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. This session was aimed at children who love making, and was limited to eight pupils, to allow for a rich, and rewarding experience and plenty of time to play with, and explore materials.

Graphic Inky Still Life!

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Pathway: Exploring Still Life



[This is featured in the 'Explore Still Life' pathway](#)

Talking Points: Paul Cezanne



talking points: Contemporary still life



talking points: Flemish and Dutch Still Life Painters



Making Boats that Float Out of Everyday Materials

What Makes a Boat Float? This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. By Sheila Ceccarelli

Sculptural Constraints Workshop by Susie Olczak

This workshop, for students at AccessArt's Experimental Drawing Class, looked at the idea of the constraints that might come up when creating a sculpture for a gallery or

public space, and hoped to give a sense, that often the things that might initially hinder a project, can actually be a source of inspiration and good starting points for creativity.

Self Portrait in Acrylic

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Talking Points: Vanessa Gardiner



Talking Points: The Shoreditch Sketcher



Talking Points: Kittie Jones



**Using Colour to Develop
Gestural Drawing**